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ABSTRACT

The module, part of a vocational teacher education curriculum unit, is designed to instruct the vocational education teacher in writing performance objectives. The module contains seven learning experiences, each stated in behavioral terms designed to develop the teacher's ability to write precise performance (behavioral) objectives appropriate to the cognitive, affective, and psychomotor domains. A supplementary section includes a reference list, information sheets, self-tests, and answer keys relating to the learning experiences. (NJ)

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WRITE STUDENT PERFORMANCE OBJECTIVES
FOR THE VOCATIONAL
EDUCATION OFFERING

Module #39

(VT-102-083)

Cooperative Curricula Development Component
B-43
The Center for Vocational and Technical Education
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WRITE STUDENT PERFORMANCE OBJECTIVES FOR THE
VOCATIONAL EDUCATION OFFERING

Prerequisites: None

Directions:

1. Check to see that you have satisfactorily completed all prerequisites.
2. Read the Introduction and study the Performance Objectives.
3. Decide whether you wish to attempt the Assessment at this time.
 - a. If you do not take the Assessment now, proceed with the module.
 - b. If you decide to take the Assessment and successfully complete it, you may choose whether or not to complete the module.
4. Remember that your resource person is available to help you with any problems you encounter while progressing through the module.

INTRODUCTION

The primary purpose for writing performance (behavioral) objectives is to identify specifically the desired measurable and observable outcomes of learning--what does the educator want the student to be able to do, and how well does he think he should be able to do it? Without stated performance objectives, instruction (the teaching-learning process) is likely to result in random and haphazard learning outcomes. We have probably all experienced the history course which turned into little more than an extended bull-session, or discovered at the end of a year of driver's training that we knew a lot about safety rules and road signs but still couldn't parallel park. Through a precise statement of specific educational objectives, this sort of aimless or inadequate instruction can be avoided.

Of course, not all objectives can be pre-stated; many unexpected desirable objectives may evolve and be attained during the learning process. In a history class, students who have learned to identify the Amendments to the Constitution (thereby achieving the pre-stated performance objective) might decide to do a special project on the effects of the passage of a particular amendment on subsequent U. S. history. But most learning outcomes can and should be pre-stated, so that both teacher and student know what is expected of them.

These objectives or expectations can be classified into three different types or domains: the cognitive (dealing with knowledge and understanding), the affective (dealing with values, attitudes and interests), and the psychomotor (dealing with motor skills such as typing, talking, and writing). This classification can provide a helpful standard by which vocational educators can evaluate learner behaviors in terms of: (1) what the learner must know; (2) the attitudes a learner must possess; and (3) what the learner must be able to do.

The learning experiences in this module are designed to develop your ability to write precise performance (behavioral) objectives appropriate to each of the three educational domains for your vocational education offerings.

PERFORMANCE OBJECTIVES

1. You will distinguish accurately between objectives precisely stated in terms of student performance and those not so stated. Your comprehension will be assessed by the completion of a self-test.
2. You will convert nonperformance-based objectives into objectives that adequately describe post-instruction student performance. Your comprehension will be assessed by the completion of a self-test.
3. You will correctly classify written objectives according to the cognitive, affective, and psychomotor domains of student performance. Your comprehension will be assessed by the completion of a self-test.
4. Given a precisely stated performance objective, you will identify the portion of it that defines minimum acceptable performance. Your comprehension will be assessed by the completion of a self-test.
5. Given one or more performance (test) items, you will select those appropriate to the evaluation of the objectives. Your comprehension will be assessed by the completion of a self-test.
6. In a simulated school situation, you will select an instructional task from your area of specialization and write student performance objectives for the cognitive, affective and psychomotor behaviors you identify in the task. These performance objectives will be evaluated by a resource person using the "Assessment Form for Performance Objectives."
7. In a real school situation, you will select an instructional task from your area of specialization and write student performance objectives for the cognitive, affective and psychomotor behaviors you identify in the task. These performance objectives will be evaluated by a resource person using the "Assessment Form for Performance Objectives."

LEARNING EXPERIENCE I
(Refer to Objectives 1 and 2)

The following learning experience will assist you in developing precisely stated instructional objectives. To provide background information for the learning experience:

VIEW

Filmstrip-tape VIMCET Series No. 4 (Educational Objectives).

(The answer sheet for this programmed filmstrip-tape is on p. 14.)

READ

"The Three Components of Performance Objectives,"
INFORMATION SHEET A, pp. 22-24.

and

"Verbs and Verbal Expressions as the KEY to Identifying
the Activity," INFORMATION SHEET B, p. 25.

Alternate Learning Experience

READ

Popham, W. James and Baker, Eva L. Establishing
Instructional Goals, pp. 21-38.

(The answer sheet for this programmed text is on
p. 14.)

SELF-TEST

To be sure that you have obtained the necessary information to proceed with the learning experiences, check yourself by completing the Self-Test provided (pp. 15, 16). Consult a resource person for help if needed.

LEARNING EXPERIENCE II
(Refer to Objective 3)

You have learned that performance objectives must be precisely stated in terms of measurable and observable outcomes (student behavior). In this learning experience you will identify the educational domains to which those outcomes belong (cognitive, affective, or psychomotor) to enable you to select and write appropriate objectives.

VIM

Filmstrip-tape VIMCET Series No. 13 (Selecting Appropriate Educational Objectives).

(The answer sheet for this programmed filmstrip-tape is on p. 18.)

Alternate Learning Experience

READ

Popham, W. James and Baker, Eva L. Establishing Instructional Goals. pp. 39-58.

(The answer sheet for this programmed text is on p. 18.)

Optional Learning Experience

READ

Popham, W. James and Baker, Eva L. Systematic Instruction. pp. 29-36.

SELF-TEST

To be sure that you have obtained the necessary information to proceed with the learning experiences, check yourself by completing the Self-Test provided (p. 19). Consult a resource person for help if needed.

LEARNING EXPERIENCE III
(Refer to Objective 4 and 5)

In addition to knowing precisely what he wants the student to be able to do, the vocational educator must know how well the student should be able to do it. Therefore, decisions as to acceptable levels of performance for each learning activity, and selections of appropriate testing materials, must be made.

READ

Mager, Robert F. Preparing Instructional Objectives, pp. 1-60.

and

"Selecting Criterion Measures," INFORMATION SHEET C, n. 26.

Optional Learning Experience

READ Cohen, Arthur M. Objectives for College Courses, pp. 5-64.

SELF-TEST

To be sure that you have obtained the necessary information to proceed with the learning experiences, check yourself by completing one or both of the self-tests provided in the above references. Consult a resource person for help if needed.

LEARNING EXPERIENCE IV
(Refer to Objective 6)

In this and the following two learning experiences you are asked to demonstrate the competency of writing performance objectives. Good Luck!

REVIEW

"Representative Examples of Tasks," INFORMATION SHEET D, p. 27.

SELECT
AND
WRITE

Select an instructional task from your area of specialization and write student performance objectives for all of the COGNITIVE behaviors you identify in the task.

EVALUATION

Your competency will be assessed by a resource person using the "Assessment Form for Performance Objectives" on p. 29.

LEARNING EXPERIENCE V
(Refer to Objective 6)

WRITE

Using the same task (selected in Learning Experience IV), write student performance objectives for all of the PSYCHOMOTOR behaviors you identify in the task.

EVALUATION

Your competency will be assessed by a resource person using the "Assessment Form for Performance Objectives" on p. 29.

LEARNING EXPERIENCE VI
(Refer to Objective 6)

You have written performance objectives for the cognitive and psychomotor domains. The following filmstrip-tape provides a four-step strategy for designing affective objectives and gives the viewer practice in using the strategy. Before you begin to write, view the filmstrip-tape and read the information sheet.

VIEW

Filmstrip-tape VIMCET Series No. 9 (Identifying Affective Objectives).

(The answer sheet for this programmed filmstrip-tape is on p. 21.)

REVIEW

"Example Affective Objectives," INFORMATION SHEET E, p. 28.

WRITE

Using the same task (selected in Learning Experience V), write student performance objectives for all of the AFFECTIVE behaviors you identify in the task.

EVALUATION

Your competency will be assessed by a resource person using the "Assessment Form for Performance Objectives" on p. 29.

LEARNING EXPERIENCE VII
(Refer to Objective 7)

You have practiced writing precise student performance objectives in all three educational domains. You should now be prepared to apply what you have learned.

SELECT
AND
WRITE

In a real school situation, select a different instructional task than the one selected in Learning Experience IV, and write student performance objectives for all of the COGNITIVE, AFFECTIVE, and PSYCHOMOTOR behaviors you identify in the task.

EVALUATION

Your competency will be assessed by a resource person using the "Assessment Form for Performance Objectives" on p. 29.

If you have satisfactorily completed this learning experience, you need not complete the Assessment, page 12.

ASSESSMENT

In a real school situation, you will write student performance objectives for the cognitive, affective and psychomotor behaviors you identify in an instructional task from your area of specialization. Consult a resource person for help in selecting a representative instructional task that interests you and is acceptable to him.

Your competency will be assessed by a resource person using the "Assessment Form for Performance Objectives," p. 29.

REFERENCE LIST

Publications

Cohen, Arthur M. Objectives for College Courses. California: Glencoe Press, 1970.

Mager, Robert F. Preparing Instructional Objectives. California: Fearon Publishers, 1962.

Popham, W. James and Baker, Eva L. Establishing Instructional Goals. New Jersey: Prentice-Hall, Inc., 1970.

_____. Systematic Instruction. New Jersey: Prentice-Hall, Inc., 1970.

Presentations

Love, Gene M. "Writing Objectives in Performance Terms," a paper presented at a Workshop on Developing Procedures and Techniques for Evaluating Manpower Development and Training Act Programs in Kentucky, Louisville, Kentucky, May, 1970, p. 8.

Filmstrips

"Educational Objectives," Vimcet Associates Inc., P.O. Box 24714, Los Angeles, California 90024.

"Identifying Affective Objectives," Vimcet Associates Inc., P.O. Box 24714, Los Angeles, California 90024.

"Selecting Appropriate Educational Objectives," Vimcet Associates Inc., P.O. Box 24714, Los Angeles, California 90024.

ANSWER SHEET for LEARNING EXPERIENCE I*

Educational Objectives

DIRECTIONS: Use this answer sheet for both the filmstrip-tape and the book.

1. Yes No
2. Yes No
3. Yes No
4. A B
5. A B C D
6. A B C D
7. A B
8. A B
9. A B
10. A B
11. A B
12. Yes No
13. Modified objective: _____

14. Modified objective: _____

15. Modified objective: _____

* W. James Popham and Eva L. Baker, Establishing Instructional Goals (New Jersey: Prentice-Hall Inc., 1970), page 105.

SELF-TEST for LEARNING EXPERIENCE I*

Educational Objectives
(Answer key on following page)

PART I:

Complete this question before you look at PART II. Change the objective below so that it is stated in terms of student behavior. (Fill in the blank space with a specific topic of instruction from your area of specialization. Then, either make written modifications of the objective or write out a new objective.)

At the end of the course, the student will understand
the fundamental concepts of _____.

PART II:

Place an X before any of the following instructional objectives that are properly stated.

- _____ 1. The student will grasp the significance of the Treaty of Versailles.
- _____ 2. The student will have an attitude favorable to English grammar indicated by his response to a questionnaire.
- _____ 3. The student will know six verbs.
- _____ 4. The student will learn the names of the common tools in wood shop.
- _____ 5. The teacher will list three major causes of the Civil War on the chalkboard.
- _____ 6. The student will know the important battles of World War I.
- _____ 7. The student will prefer cooking to sewing.
- _____ 8. The student will be able to correctly thread a sewing machine.

* W. James Popham and Eva L. Baker, Establishing Instructional Goals (New Jersey: Prentice-Hall Inc., 1970), pp. 117 and 118.

- _____ 9. The student will pay attention as the teacher demonstrates the use of the lathe.
- _____ 10. The student will be able to develop a sense of the cultural unity of man.
- _____ 11. The student will list and describe the themes of four of Shelley's poems.
- _____ 12. The child will develop interest in leisure sports.
- _____ 13. The student will give indications of a desire to learn more history by volunteering to present an extra oral report.
- _____ 14. The teacher will describe with understanding five concepts treated in the text.
- _____ 15. The student will correctly solve all of the story problems presented.
- _____ 16. The student will accurately learn the best-known works of Voltaire.
- _____ 17. The teacher will help the class to solve algebra problems correctly.
- _____ 18. The student will appreciate the key importance of algebraic approaches.
- _____ 19. The student will include ten supporting facts in a written persuasive paragraph.
- _____ 20. The student will become familiar with writing an essay by using no reference but personal experience.

Part I: If you were unable to revise the objective as required according to key, consult your resource person.

Part II: If you did not get 18 out of 20 correct answers, go through Learning Experience I again.

SELF-TEST for LEARNING EXPERIENCE I*

Educational Objectives

KEY

PART I:

The objective must be revised to include a description of observable student behavior or a tangible product resulting from student behavior. For example: student can discriminate between correct and incorrect statements of key concepts.

PART II:

An X should have been placed before the following objectives: 2, 8, 11, 13, 15, 19.

* Ibid., p. 129.

ANSWER SHEET for LEARNING EXPERIENCE II*
Selecting Appropriate Educational Objectives

DIRECTIONS: Use this answer sheet for both the filmstrip-tape and the book.

- | | |
|---|--|
| 1. A B | 11. C A P |
| 2. A B | 12. C A P |
| 3. A B Neither | 13. C A P |
| 4. A B | 14. C A P |
| 5. A B | (L = Lowest, H = Higher) |
| 6. A B | 15. L H |
| 7. A B Neither | 16. L H |
| 8. A B | 17. L H |
| 9. A B | 18. L H |
| 10. (C = Cognitive,
A = Affective,
P = Psychomotor)
A. _____
B. _____
C. _____
D. _____ | 19. C (L or H) A P
20. C (L or H) A P
21. C (L or H) A P
22. C (L or H) A P |

* W. James Popham and Eva L. Baker, Establishing Instructional Goals (New Jersey: Prentice-Hall Inc., 1970), page 107.

SELF-TEST for LEARNING EXPERIENCE II*
(Answer key on following page)

Selecting Appropriate Educational Objectives - Taxonomy Classification

Classify each objective below by writing the correct letter in front of the objective according to the following scheme:

- A. psychomotor
- B. affective
- C. cognitive - higher than lowest level
- D. cognitive - lowest level

The learner

- _____ 1. is able to choose the best of two solutions to a geometry problem using standards given by the teacher.
- _____ 2. exhibits tolerance for others by displaying good manners toward those of minority groups.
- _____ 3. lists the names and contributions of the five key curriculum workers as described in class.
- _____ 4. properly knits a baby blanket.
- _____ 5. scores well on the Minnesota Teacher Attitude Inventory.
- _____ 6. uses instructional principles properly in planning daily lessons.
- _____ 7. plays table tennis according to rules well enough to beat three inexperienced girls 100 per cent of the time.
- _____ 8. correctly recites Gettysburg Address from memory.
- _____ 9. scores 80 per cent or better on a spelling quiz.
- _____ 10. displays interest in higher mathematics by volitionally attending lectures on this topic.

If you had more than one incorrect answer, go through Learning Experience II again.

* Ibid., pp. 119-122

SELF-TEST FOR LEARNING EXPERIENCE II*

KEY

Selecting Appropriate Educational Objectives--Taxonomy
Classification

- | | |
|------|-------|
| 1. C | 6. C |
| 2. B | 7. A |
| 3. D | 8. D |
| 4. A | 9. D |
| 5. B | 10. B |

*W. James Popham and Eva L. Baker, Establishing Instructional Goals
(New Jersey: Prentice-Hall, Inc., 1970), p. 129.

ANSWER SHEET for LEARNING EXPERIENCE VI

Identifying Affective Objectives

DIRECTIONS: Use this answer sheet for the filmstrip-tape.

- | | | |
|---|--|---|
| 1. (C = Cognitive,
A = Affective,
P = Psychomotor)
A _____
B _____
C _____ | 2. A _____
B _____
C _____
D _____
E _____ | 3. YES _____ NO _____
4. A _____ B _____
5. A _____ B _____ |
|---|--|---|

6. (1) _____

(2) _____

(3) _____

(4) _____

7. _____

8. _____

9. (1) _____

(2) _____

(3) _____

INFORMATION SHEET A

The Three Components of Performance Objectives

A good terminal performance objective explicitly tells the learner what he will be doing when he displays his skills, concepts and habits. A good way to evaluate an objective is to ask yourself the following three questions.

1. Under what conditions is the student to demonstrate his gained ability?

CONDITIONS (limitations and/or restrictions):

- voluntary/mandatory
- in-class/out-of-class
- written/verbal
- whether or not reference works will be permitted

2. What ability or attitude is to be achieved by the student, and how will the ability or attitude be demonstrated?

ACTIVITY (observable activity or the product thereof):

- the demonstration of learning
- a verb or verbal expression must be included in performance objectives--otherwise they are not in observable, measurable terms

3. What standard is to be considered adequate for achievement of the performance objective?

CRITERION (standard, test, evaluation):

- individual student goals or class goals
- may range from 1% to 100% correct
- with no errors or omissions in procedure

Example:

In the following performance objective, the three necessary components are illustrated (outlined) with the accompanying questions that must be applied when evaluating all alleged performance objectives.

CONDITIONS: Under what conditions is the student to demonstrate his gained ability?

WITHOUT AIDS OR REFERENCES,

YOU WILL WRITE THE THREE NECESSARY

COMPONENTS OF PERFORMANCE OBJECTIVES,

WITH 100% ACCURACY.

ACTIVITY: What ability or attitude is to be achieved by the student, and how will the ability or attitude be demonstrated?

CRITERION: What standard is to be considered adequate for achievement of the performance objective?

Summary*

First, it is important to remember when writing objectives that the learner is the most important consideration. There is no teaching if there is no learning. Also, carefully written objectives make the evaluation of teaching and learning a much easier task.

* Summary adapted from a paper by Gene M. Love, "Writing Objectives in Performance Terms," presented at a Workshop on Developing Procedures and Techniques for Evaluating Manpower Development and Training Act Programs in Kentucky, Louisville, Kentucky, May, 1970, p. 8.

Second, the criteria outlined hereinbefore facilitate the specification of objectives in performance terms. These criteria, used as guidelines, help the writer indicate (1) what the learner will be doing when he demonstrates that he has reached the objective, (2) under what conditions the desired behavior will be expected to occur, and (3) at what level the learner will need to perform.

Third, the first-order classifications in the three taxonomies of educational objectives as edited by Bloom, Krathwohl, and Simpson are useful in selecting the desired type of behavior in writing performance objectives. The classifications may be used as checklists to assist in the specification of the desired level of performance.

Fourth, the writing of objectives in performance terms is, in the final analysis, a matter of commitment. Those who want to be better teachers can and do write objectives which clearly communicate desired behavioral outcomes.

INFORMATION SHEET B

Verbs and Verbal Expressions as the KEY to Identifying the Activity

1. THE CONDITIONS: Under such and such "controlled" conditions,

Without aids or references,

2. THE ACTIVITY: the performer will do such and such,

you will WRITE the three necessary components of performance objectives,

3. THE CRITERION: to such and such a degree of excellence.

with 100% accuracy.

The verb or verbal expression in the performance statement (Number 2) is the key to stating a performance objective in observable, measurable terms.

Study the following two lists of words.

SOME WORDS OPEN TO FEW INTERPRETATIONS		SOME WORDS OPEN TO MANY INTERPRETATIONS	
WRITE	Interpret	Appreciate; Be appreciative; Have an appreciation for	
Identify	Read	Know; Be knowledgeable about; Have a knowledge of	
Name	Add, Subtract	Understand; Have an understanding of	
State a rule	Weigh, Measure	Be interested; Have an interest in	
Distinguish	Give, Take	Be aware of; Have an awareness of	
Demonstrate	Run, Jump	Be motivated to	Be able to
Apply a rule	Build, Paint	Be capable of	Be satisfied with
Order	Smile, Frown	Think	Hear
Describe	Argue, Agree	See	Listen
Construct	Ask, Answer		

INFORMATION SHEET C

Selecting Criterion Measures

In designing instructional materials, one must select test items (criterion measures) to measure attainment of the performance objectives. Examples of criterion measures might include any procedure which will yield a numerical index of performance:

- A multiple-choice or true-false test with scoring key.
- A rating scale or scoring sheet for essay questions, constructed response, term papers, book reports, etc.
- A check sheet, rating scale, interview schedule, or observational record form to measure a student's verbal and/or psychomotor performance.
- Counts or tallies of types of observed affective behavior.
 - . Ratings of verbal statements: agree/disagree; like/dislike; good/bad; et cetera.
 - . Self-reports indicating behavior: how many references did the student use?
 - . Time measures to indicate degree of acceptance: how long does the student hesitate before he checks out a recommended reference from the library?
 - . Miscellaneous unobstrusive measures: what is the rate at which optional reading materials are checked out of the library?

INFORMATION SHEET D

Representative Example of Tasks

Agriculture

Occupational Field: Ornamental Horticulture

Job: Nursery Operator

Tasks: Keep records
Control plant diseases and insects
Fertilize plant materials
Plant seeds
Maintain irrigation system
Select plant materials
Construct, assemble equipment
Plant, transplant plant materials
Buy supplies, equipment, materials
Construct, maintain buildings
Etc.

Business

Occupational Field: Steno-Secretarial

Job: Secretary

Tasks: Take dictation in shorthand
Transcribe dictation on typewriter
Answer telephone
Place outgoing calls
Schedule appointments
Keep personnel records
Supervise clerical workers
Pay bills
Compile and type general reports
Interview and schedule for
prospective employees
Etc.

Distributive Education

Occupational Field: Marketing

Job: Food Products Salesman

Tasks: Sell food products
Call on customers
Demonstrate items
Collect payments
Stock shelves
Prepare reports
Display products
Prepare forms and sales contracts
Keep expense accounts
Install equipment
Etc.

Homemaking

Occupational Field: Food Service

Job: Cook

Tasks: Take directions from others
Maintain personal cleanliness
Clean work areas
Answer questions regarding food
and service
Bake, roast, boil, steam or fry
foods
Observe and test food being cooked
Store food correctly in proper areas
Portion food on serving plates
Plan or participate in planning menus
Price items on menu
Etc.

Trade and Industrial

Occupational Field: Electricity-Electronics

Job: Electrician

Tasks: Use hand tools
Follow diagrams
Activate machine tools
Read blueprints
Follow manufacturing specifications
Recommend changes in circuitry
Plan new layouts
Operate bench lathes
Operate power stud gun
Pull wire through conduit
Etc.

INFORMATION SHEET E

Example Affective Objectives

Below are some examples of affective objectives in a number of fields:

- Given an opportunity to choose among three voluntary projects, the students will select the one involving library research.
- The student will anonymously indicate on a checklist that he found the instructional material to be challenging, enjoyable, helpful, relevant, and not too easy or too hard.
- The student will express in writing his increased confidence as to his ability in _____.
(subject)
- Without being asked to do so, 10% of the students will volunteer to clean up the laboratory.
- Given a list of learning activities, students will be willing to place a check by those instructional activities which they consider to be of least importance and interest.
- The student will demonstrate a positive attitude toward work experience by doing 3 of the following 4:
 - . Absent only when verified ill.
 - . Late no more than once per month.
 - . Brings to class questions and problems related to the job.
 - . Tries to persuade other students to get work experience.

ASSESSMENT FORM FOR PERFORMANCE OBJECTIVES

DIRECTIONS: The following items will be used to evaluate the teacher's performance. If the teacher did not accomplish the item, put an X in the box below "NO." If the teacher did accomplish the item, put an X in the box below "YES" and an X in the box which best describes how well the teacher accomplished the item.

Did the teacher:

1. define the desired performance by describing the important CONDITIONS under which the performance will be expected to occur?
2. specify only one kind of observable terminal ACTIVITY which will be acceptable as evidence that the student has achieved the performance objective?
3. specify the CRITERIA of acceptable performance by describing how well the student must perform to be considered acceptable?
4. write student performance objectives for the COGNITIVE, AFFECTIVE, or PSYCHOMOTOR educational domains .
5. use verbs and/or verbal expressions that are open to FEW INTERPRETATIONS?
6. write performance objectives in terms of desired STUDENT PERFORMANCE as opposed to teacher performance?

NO	YES	POOR	AVERAGE	GOOD

Level of performance: Acceptable performance will be indicated by all YES answers and at least an AVERAGE rating for each item. If the teacher received a POOR on any item, he must continue to work on that item until he has reached the AVERAGE or GOOD level.